DOCUMENT RESUME

ED 170 427 UD 019 384

TITLE Training Guide: Sex Equity in Leadership Development Project, 1977-1978.
INSTITUTION Southeastern Massachusetts Univ., North Dartmouth. Div. of Continuing Studies and Special Programs.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Aug 78
NOTE 77p.; For a related document, see UD 019 385

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Career Development; Discriminatory Attitudes (Social); *Equal Opportunities (Jobs); Females; Higher Education; *Institutes (Training Programs); *Leadership Training; Males; *Nondiscriminatory Education; *Program Development; *Sex Discrimination; Sex Role; Sex Stereotypes; Teacher Education; Textbook Bias
IDENTIFIERS *Civil Rights Act 1964 Title VI

ABSTRACT

Presented in this guide are summary descriptions of programs developed by several institutes to: (1) assist educators in examining their personal attitudes, biases, and behaviors vis-a-vis the changing roles of males and females; (2) encourage participants to take responsibility for the consequences of their behavior; (3) assist educators in developing plans for the practical application of curriculum and career development approaches that promote sex equity and leadership development; and (4) identify and develop sex equity and leadership development and support mechanisms in school districts. The objectives, procedures, resources, and specific strategies and activities developed and implemented by the respective institutes in training sessions to deal with various aspects of these project goals are presented. Specific topics addressed include socialization, sex role stereotyping, male/female socialization, values clarification, textbook bias, self awareness, career development, communication skills and curriculum analysis. (Author/EB)

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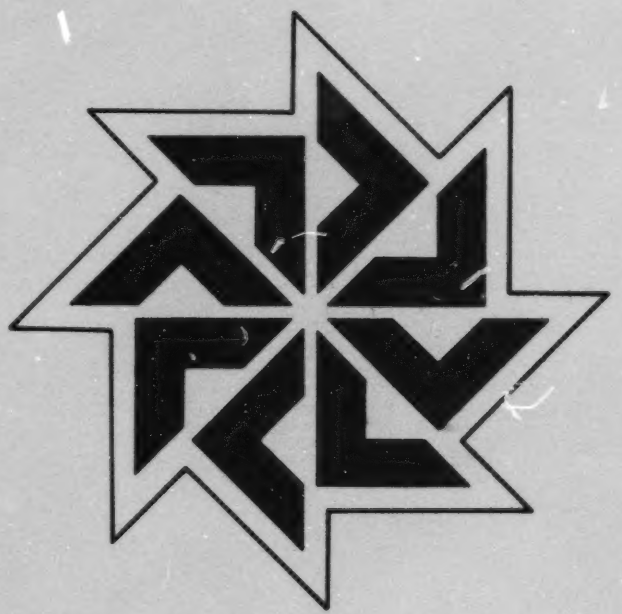
MAY 2 - 1979

TRAINING GUIDE

Southeastern Massachusetts University,
Division of Continuing Studies & Special Programs
Title IV, Civil Rights Act Training Institute, U.S.O.E.,

ED170427



Sex Equity In Leadership Development Project, 1977-1978

Dr. Cheryl Ochs, Project Director
Carole Johnson, Institute Coordinator
Sandra Bromfield, Statt Consultant/Trainer
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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

The Southeastern Massachusetts University Training Institute was funded by U. S. Office of Education, Civil Rights Act, Title IV to provide training in "Sex Equity and Leadership Development." The goals of the program included the following:

1. To assist educators in examining their personal attitudes, biases, behaviors vis-a-vis the changing roles of males and females.
2. To encourage participants to take responsibility for the consequences of their behavior.
3. To assist educators in developing plans for the practical application of curriculum and career development approaches that promote sex equity and leadership development.
4. To identify and develop sex equity and leadership development and support mechanisms in school districts.

Several Institute programs provided training which addressed these stated goals. This Training Guide is a summary description of those Institute programs. It is the hope of the Institute staff that educators and other trainers will use this guide as a resource in planning and implementing programs with similar goals.

The programs described in this guide somewhat differ with the needs of each population, location, and time frame. However, certain characteristics were deemed essential for success in all cases. These essentials included the following:

1. Adequate physical space for large group and small group sessions during a given time period.
2. Comfortable, movable furniture.
3. Sufficient copies of materials for each participant.
4. Active involvement of participants in discussions, presentations, and practical, at-home application of skills, strategies, and analyses.
5. Participation by school personnel from all roles including teachers, counselors, and administrators.
6. Participation by students along with school personnel.
7. Realistic incentives for participants - university credit, increment/in-service credit, or stipends.
8. Follow-up visits in the school setting by trainers to each participant for assistance in carrying out specific action plan/practical application.

9. Adequate time for sufficient introduction of information and sufficient open-ended discussion/catharsis regarding emotional issues.

Cheryl Ochs

Dr. Cheryl Ochs
Project Director
August 1978

Sex Equity in Leadership Development Project
SMU Education Resource Center
P. O. Box A-2076
New Bedford, MA 02741
(617) 994-9681

STAGE I (FALL) PROGRAM

AT SMU DARTMOUTH CAMPUS

Purpose

1. To develop Personal Leadership skills in educators and, in turn, those with whom they work.
2. To recognize and explore conscious and unconscious attitudes responsible for previously stereotyped careers.

Objectives of Training

1. To assist individuals in the development of personal skills and leadership qualities, exploring opportunities and developing attitudes of motivation and commitment.
2. To learn and teach skills necessary in Personal Leadership Development.
3. To integrate Personal Leadership skills into education curricula.
4. To create and implement Personal Leadership Development programs which enable female and male students to explore previously stereotyped careers.
5. To identify, minimize and remediate sex discrimination in the educational setting.

Format

2 full-day Saturday sessions
8 afternoon sessions averaging 2-1/2 hours each

Methodology included both experiential and didactic approaches. Experiential learning through participation in small and large group discussion, role-playing, group exercises, skills practice, problem-solving and goal setting with a focus on school-related sex equity leadership development issues. Each participant designed and implemented an "action plan" which was a practical application of what was addressed in the training institute to the actual school situations of the individual participants.

Lectures and audio-visual presentations were offered to disseminate information, stimulate discussion, and expose participants to a range of project-related controversial and/or sensitive issues.

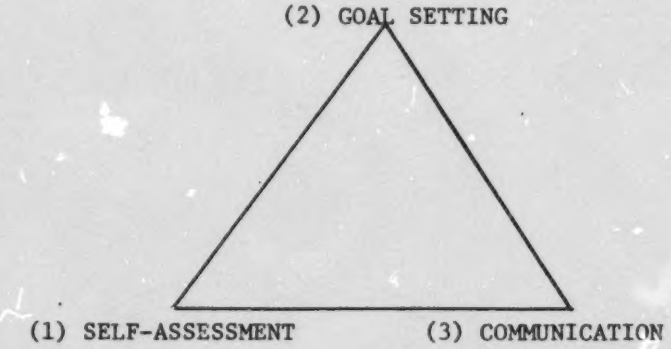
Philosophy/Approach

This program was designed to include teams of teachers, counselors, administrators, and high school students from several school districts in Southeastern Massachusetts. The underlying premise was that educators would be more effective in incorporating personal leadership development and sex equity strategies into actual school settings if they: (1) met to identify and solve problems in school district teams with representation from several school roles--teachers, counselors, administrators, and students; (2) shared ideas and resources with other school district

teams; (3) first examined their own roles, values, and behaviors; (4) next developed and increased awareness of sex bias throughout the educational setting; (5) then prepared to train other colleagues or serve as resource persons in their own and other districts in order to perpetuate and expand the training institute efforts in Stage II (the second semester and the following years).

Leadership Development is an ongoing process of planning and following through on self-selected goals in one's life. The stages in this Leadership Development process include :

1. Heightened self-assessment so that the individual has the data upon which to identify his/her needs and goals.
2. Systematic goal clarification, decision-making, action planning, and problem solving for implementing the plan.
3. Open communication with others so that the individual has a base of support/ encouragement for working toward his/her goals.



The process continued in a cyclical manner. Throughout implementation of the action plan, the participants sought to communicate and obtain support from others in solving problems as well as in receiving feedback for assessing the outcomes and effects of the plan once completed. The data were used to heighten self-awareness even further and to identify new needs and goals.

The individual is most likely to experience peak experiences in life and work when all three stages are fully functioning and in balance--that is, when the individual communicates satisfactorily with others, assesses one's situation carefully, and sets goals in this framework. This project provided such a "balanced experience" to the participants. Increased awareness of socialization of sex role attitudes as they affect career and life planning were addressed in order to identify the different needs of males and females in personal leadership development.

As a practical application of the issues and skills addressed in the project workshops, participants designed and carried out an action plan which was meaningful and helpful in their role in school. Participants were guided into choosing action plans which fostered leadership development as defined during the training with attention to equity for both sexes.

Participant Selection

During project planning and preparation, approximately 15 school superintendents and their designees were requested to formally express their need for the proposed project. Although nine districts initially did submit letters stating their need for and intent to participate in such a project, only five (New Bedford, Fairhaven, Plymouth-Carver, Wareham, and Cape Cod Vocational) were actually able to send participants to this Stage I (first semester) Training Institute.

Each of the five districts were asked to assign three representatives (one teacher, one administrator, one student) to the Steering Group. There were approximately eight workshop meetings for this group to offer ongoing feedback throughout the period of this Stage I Institute in order to suit the program to real participant and school needs. The Steering Group also assisted in recruiting school personnel for Stage I participation.

The same criteria for selection were disseminated to all five districts; representation of elementary and secondary levels; a balance of females and males; inclusion of minorities; two or more personnel from one school building; a cross-section of school roles to include teachers, counselors, administrators, and students; availability to attend workshops regularly as scheduled; willingness to create and incorporate an innovative program into their school setting; willingness to serve as a co-trainer or resource person in later programs was encouraged.

All who expressed interest in the project were accepted as participants (total 52). Stipends were awarded to participants.

Trainers

Dr. Cheryl Ochs - Project Director - responsible for overall project design, format, staffing and materials selection for this Institute.
* Carole Johnson - Project Coordinator
* Linda Abrams - Staff Consultant/Trainer
* Sandra Bromfield - Staff Consultant/Trainer
* each responsible for designing and leading specific workshop sessions and selecting accompanying materials.

Resource Persons

Dr. Barbara Jacobskind - SMU Professor, English Dept.
Dr. Milton Young - SMU Professor, Education Dept.
Major Morris - SMU Affirmative Action Officer
Alan Sentkowski - Project Adventure Coordinator & Outward Bound Consultant
Polita Cohen - Bureau of Student Services, Women's Educational Equity Act Project, Mass. Dept. of Education

Eleanor Lemond	- Consultant/Trainer
Richard King	- Consultant/Trainer
Barbara Huppee	- New England Equal Education Strategy Center, Sex Equity Coordinator
Eugene Bullock-Wilson	- Director of Guidance & Career Counseling, Falmouth Schools
Nancy Dusek	- Career Counselor and Law Student
Sandra White	- SMU Consultant and Lecturer, Division of Continuing Studies, Business Dept.

PROGRAM DESIGN

SESSION I (full day)

INTRODUCTION & OVERVIEW

Objectives

1. To establish an atmosphere of comfort for participant interaction and resource sharing.
2. To orient participants to the project goals, philosophy, and approach.
3. To explain the concepts of sex equity and personal leadership and their interrelationship in this training institute.
4. To identify participant needs and expectations from project training.
5. To explain project administrative details.
6. To introduce awareness of communication process and analysis of behavior as it reflects self-esteem and values.

Procedures

1. Staff introductions to total group.
2. Participants in dyads "think and listen": each in turn thinks out loud (while the other listens) about expectations for project.
3. Small group introductions: pairs of dyads join to have "listeners" introduce "thinkers" to their small group.
4. Large group presentation by project staff/trainers: history, goals, philosophy, and approach of project.
5. Question and answer period.
6. Brainstorming by participants in role groups (groups of teachers, counselors, administrators, and students respectively) to answer these questions:

   - How can you implement an action plan on Sex Equity in Leadership Development using your particular role and school environment?
   - What resources/strengths do you have which will help in implementing this action plan?
   - What concerns do you have for the implementation of this plan?

7. A recorder from each group summarized role group responses to total group: project trainers reinforced the fact that vast resources were available to be shared among participants; similarities and differences among role group responses were analyzed.
8. Explanation of "arc of distortion" in the communication process and relationship to project philosophy and goals.
9. Participants form small groups of 6 (both sexes and all roles represented): during a discussion, each of the six is assigned a different behavior to use for the exercise:

- presents information, ideas, opinions
- accepts/reflects/praises content, feelings
- asks for information, suggestions, opinions
- gives information, suggestions, opinions
- criticizes content, feelings
- observes without contributing

Topics to be discussed: how has being a man/woman enhanced and/or hindered something you wanted to do or strived for?

Communication process discussed.

10. Non-verbal exercise: How many ways can you express anger/enthusiasm without words? How many different meanings can a wink/clap/wave/nod have? Discussion.

11. Participants take turns observing and being "students" in a "class" with project director/trainer playing "teacher". The "teacher" was excessively democratic/non-directive in one discussion group and excessively autocratic/directive in the other. Participants discussed behaviors noted by observers and feelings of "students".

Resources

Jackins, Harvey & Personal Counselors, Inc., Fundamentals of Co-Counseling, Seattle: Rational Island Publishers, 1962.

Baumgartel, H., W. Bennis, & N.R. Deeds, Readings in Group Development for Managers & Trainers, N.Y.: Asia Publishing House, 1967, pp. 151-6.

Moskowitz, G., J. Benevento, & N. Furst, Sensitivity in the Foreign Language Classroom, "Interaction in the Foreign Language Class", Northeast Conference on the Teaching of Foreign Languages: Reports 1973, pp. 17-49.

Ochs, C., "Teachers in Charge of Their Own Professional Development Through a Self-Evaluation Approach", unpublished article prepared for and disseminated through this SMU/USOE project, 1977.

Gay, G., "Exploring Verbal Interactions in Desegregated Classrooms," Educational Leadership, May 1974, pp. 725-730.

Moskowitz, G., "Interaction Analysis: A New Modern Language for Supervisors," Foreign Language Annals, December 1971, pp. 211-221.

Moskowitz, G., "Toward Human Relations in Supervision," Bulletin of the National Association of Secondary School Principals, December 1966, pp. 98-114.

Notes

Major awarenesses were (a) the great influence of one's behavior on others in a group; and (b) the fact that educators are accountable for their own behavior as it influences others in their school setting.

Participants had a sense of knowing and trusting more people in the training institute than when they arrived. They began to share resources among themselves in various grouping arrangements.

Participants also came away with a general idea of the project's philosophy, approach, and goals. They began to understand what would be expected of them and how the project would help them do their job better in their own school setting. They left highly motivated to return and continue.

SESSION II (3 hours)

SELF-AWARENESS REGARDING ONE'S COMMUNICATION PROCESSES & VALUES

Objectives

1. To review philosophical approach of training institute.
2. To review the fact that one's behavior drastically influences the behavior of others, especially in groups one leads; and that communication reflects one's values.
3. To introduce systematic observation/interaction analysis as an approach/set of tools for gathering feedback on one's own communication pattern.
4. To assist participants in clarifying their own needs, goals, values, self-perceptions as a first step toward preparing to help others (students or colleagues) to do same.

Procedures

1. Filmstrip and tape introducing interaction analysis as one tool for systematic observation in self-evaluation, using a peer for support.
2. Discussion.
3. Small group practice sessions to develop observation/listening skills for self-awareness of own communication patterns.
4. Introduction of modified instruments for use in observing different aspects of various types of communication patterns (some for classroom interactions; others for out-of-class interactions, such as supervisory conferences or staff meetings; some with attention to interactions vis-a-vis each sex group; some with attention to non-verbal as well as verbal behavior).
5. Explanation of interrelationship between values and behavior/self-awareness and communication.
6. Introduction to the values clarification process:

   a) "Who Am I?" exercise
   b) "Forced Choice" exercise
   c) "Normative Value" exercise
   d) "Values Grid" on this issue: As a man/woman, I have the right to choose homemaking as a career or to pursue any other career.
   e) "Five Sort Value Inventory"
   f) "Value Inventory Rating Sheet Summary"

Resources

Amidon, E. & N. Flanders, Role of the Teacher in the Classroom, Minneapolis: Association for Productive Teaching, 1971.

Moskowitz, G., Don't Smile Till Christmas, Minn.: Association for Productive Teaching, 1974. (filmstrip, tape, script).

Moskowitz, G. & E. Amidon, Workbook for Interaction Analysis: A Programmed Approach, Minn.: Association for Productive Teaching, 1974, accompanying practice tapes.

Ochs, C., Workbook on Flanders Interaction Analysis Modifications to Include The Dimension of Sex, unpublished, prepared for and disseminated through this SMU/USOE project, 1977.

Ochs, C., "Two-Way Interaction Analysis-Including the Dimension of Sex," unpublished, prepared for and disseminated through this SMU/USOE project, 1977.

Simon, A. & E. G. Boyer (eds.), Mirrors for Behavior: An Anthology of Observation Instruments, Philadelphia: Research for Better Schools, 1970.

Raths, L., M. Harmin, S. Simon, Values and Teaching, Columbus, Ohio: Merrill Publishing Co., 1966.

Simon, S., L. Howe, & H. Kirschenbaum, Values Clarification, N.Y.: Hart Publishing Co., 1972.

Notes

Participants became familiar with tools for analyzing their own communication patterns and began to identify situations in their actual school settings where they might design and implement an action plan--a plan which would require communication with others (students, colleagues, or supervisors). They were asked to tape record samplings of these communications for self-analysis.

Several of the values measures--"Values Grid," "Five Sort Value Inventory," and "Value Inventory Rating Sheet Summary"--were distributed for participants to complete at home. These were discussed during later sessions.

Participants were reminded that all training institute activities should be considered for adaptation to any age group in any school setting.

SESSION III (3 hours)

SELF-AWARENESS, PROBLEM-SOLVING, & GOAL SETTING

Objectives

1. To review general project philosophy involving a three-stage leadership development process (open communications, self-assessment, and goal clarification) vis-a-vis how we see ourselves as men and women.
2. To clarify project goals and expectations of participants including:

a) Sharpen own leadership development and sex equity skills.
b) Integrate these skills into action plans in own school setting in order to foster the skills in boys and girls.
c) Record a sample of own interaction in implementing an action plan and use a systematic observation technique to give oneself feedback and set own goals for making changes in own communications patterns vis-a-vis males and females.

3. To continue becoming familiar with the process of valuing.
4. To introduce sex equity issues.
5. To develop awareness of own strengths.
6. To utilize values in problem solving and goal-setting process.
7. To begin developing action plans.

Procedures

1. Large group presentation - summary of project philosophy, approach, goals, expectations.
2. Question and answer period to clarify above.
3. Valuing continued: "Alligator River" exercise to introduce group decision-making vis-a-vis a sex equity value conflict. After processing the first small group exercise, sex roles in the story were reversed and processed again.
4. Valuing and communications interrelated: "Rogerian Listening" exercise to discuss a controversial sex equity issue (i.e. - "The only difference between males and females is biological.") and see how disagreement over values prevent people from hearing what others are saying and doing in small groups.
5. "I learned" exercise: participants in small groups summarized one or more feelings or insights from having experienced the various valuing exercises (above and take home exercises from Session II).
6. Problem identification and preliminary goal setting -

a) In small groups by school districts, "what are the problem areas regarding fostering sex equity?"
b) Didactic (large group) summarizing restraining forces and facilitating forces of a problem area as well as how values, strengths, and skills translate into goals.
c) An example of a problem resolution/goal setting situation was demonstrated.

d) Hand out brainstorming sheets from Workshop #1. Have group review strengths and weaknesses, discuss how the concerns relate to individual school districts.

e) Brainstorm: "What we want to accomplish during the next year in our school district in terms of leadership development and sex equity. Given the resources present and concerns expressed, what can you realistically hope to accomplish in a year?"

(1) Each individual lists possible action alternatives of "what I personally want to accomplish in the next 2-1/2 months vis-a-vis leadership development and sex equity."

(2) Each then reviews role values and strengths and other resources (people and materials) available.

7. Homework assignment:

a) Participants list things that are most important to them in their roles as teacher, counselor, student, or administrator (i.e. creativity, challenge, self-esteem, etc.).

b) Prioritize the five most important.

c) Continue clarifying possible action alternatives for action plans in light of own role values, strengths, and resources. Minimally, two action alternatives should be brought next week.

8. A list of sample action plans/projects was distributed (attached) in order to generate ideas among participants for action plans which would contribute to eliminating the problem areas identified. Participants were asked to be prepared at Session #4 to translate their action alternatives into realizable goals and plans.

9. Resource people for the remaining workshop sessions were announced.

10. It was also announced that Project Staff would begin making visits to participants the following week to offer individualized workshop follow-up, especially regarding the clarification and implementation of action plans.

11. Handouts summarizing the Massachusetts EEO law (Chapter 622) were also distributed.

Resources

Simon & Howe, Values Clarification, N.Y.: Hart, 1972.

Fox, Schmuck, Van Egmond, Ritvo, Jung, Diagnosing Professional Climate of Schools, NTL Learning Resources Corp., Inc., Fairfax, Va., 1973.

Notes

Participants required a great deal of encouragement and guidance in clarifying problems so that they were realistic yet meaningful. Also, they needed to be reminded to utilize the various resources available in the training project as well as those available in their schools.

SAMPLE ACTION PLANS

This is a list of sample themes to help stimulate your thinking about what you might choose as your school related action plan. These are only suggestions.

General

1. Analyze the effect of teacher behavior on student achievement, student attitudes, or student self-esteem.

2. Deliver a planned presentation to the school committee.

3. Make a comparison of an experimental and control group of teachers (one group trained and the other not in sex equity and personal leadership.)

4. Make a pre-post comparison of children's career sex identifications in relationship to curriculum unit emphasizing the development of awareness of sex stereotypes in careers.

5. Make a pre-post comparison of children's attitudes regarding sex roles in relationship to a curriculum unit emphasizing awareness of similarities of male and female abilities.

6. Analyze the structure of the school and how it enhances or inhibits sex equity and personal leadership.

7. Organize parents in a community for increased involvement in an awareness of equity in personal leadership.

8. Analysis of school personnel and student attitudes on sex roles.

9. Assess community resources available to be used in the school.

10. Make a comparison of sex role attitudes.

    a. among male and female students.
    b. between various grade levels.

11. Assess the needs of students in developing sex equity and personal leadership.

12. Analyze sex role stereotyping in children's literature.

13. Develop and deliver a well planned presentation to the school committee.

14. Plan and prepare an institute on equity in leadership development.

15. Plan and possibly begin implementation of parent information meeting and/or workshop.

16. Plan and implement a unit on equity in leadership development unit as part of a current course.

17. Plan in detail various alternative ways of building leadership training into the curriculum at several grade levels.

Curriculum

1. Develop a unit on values clarification regarding sex role stereotyping.
2. Develop a course on the contributions of women in arts, literature, or science.
3. Unit on sexism in literature, advertising, news reporting, radio, or television.
4. Unit on famous women in history.
5. History of the suffragist movement.
6. Examination of the biological differences in the sexes: fact or fiction?
7. Develop and implement a unit on role reversal.
8. Develop a unit on laws which discriminate based on sex.
9. Develop a unit exploring the root causes of oppression based on sex, color, and/or national origin.
10. Develop a course on how myths about role behavior develop and become part of cultural values.
11. Analyze American revolutionary leaders, their leadership styles, and the implication of the group being all male.
12. Develop a unit on family management and the parallels to managing a company.
13. Develop a unit on life planning: integrating career, social, and family objectives, and encouraging students to set higher life/career goals.
14. Develop a current affairs unit on issues related to sex equity, e.g., affirmative action, ERA, abortion, wages for housework.
15. Integrate the Project Adventure approach into an existing curriculum.
16. Students assist elementary teachers to plan and carry out educational units regarding leadership development and/or sex equity.
17. Incorporate a leadership development program into Student Advisory Council activities.

Counseling

1. Develop techniques for individual and group counseling to achieve equity in personal leadership.

2. Assess availability of resources and materials to enhance concepts of equity and personal leadership.

3. Develop program to reach students with whom counselors have little or no contact, e.g., female students who are doing well academically.

PROGRAM DESIGN

SESSION IV (3 hours)

REFINING GOALS & ACTION PLANS

Objectives

1. To turn action alternatives into goals.
2. To identify own strengths and use in setting goals.
3. To further develop action plans.
4. To identify obstacles and solutions.
5. To identify information needs.

Procedures

1. Didactic on goal setting. Individuals each pick one objective and begin to complete goal worksheet ("Goal & Benefit").
2. Small group sharing (by school districts) of one action alternative/objective per participant.
3. Didactic on obstacles and solutions. Large group brainstorming as an illustration (topic: planning an evening program to increase parent awareness of sex discrimination in education.) Individuals complete "Obstacles & Solutions" on goal worksheet.
4. Dyads where each partner takes turns thinking out loud while the other listens attentively. The thinking aloud focuses on the individual's past successes (strengths & resources for future goals). Individuals complete "Resources" on Goal Worksheet.
5. Participants share more in small groups by district & identify resources within small groups for use in all the plans.
6. Action plans shared in small groups by school role (i.e. teacher, counselor, student, or administrator).
7. Didactic on "asking for help". Information on sources and evaluation as related to goal setting.
8. In small groups, each individual works on one or two of the major obstacles involving resources (information) not identified.
9. Individuals complete "Action Steps" on goal worksheet.
10. Action plan worksheet was in duplicate so that one could be collected for use by consultants in their follow-up visits in the schools. One copy of the plan was kept by the individual so that he/she could begin to implement the plan.

Resources

Mager, Robert F., Writing Instructional Objectives, Fearon Publishers, Palo Alto, CA., 1962.

Meyer, Paul, Dynamics of Personal Leadership, Success Motivation Institute, Waco, Texas.

Jackins, Harvey and Personal Counselors, Inc., Fundamentals of Co-Counseling, Seattle Rational Island Publishers, 1962

Notes

Participants more and more perceived each other as resource persons for identifying solutions to obstacles and for implementing their action plans in school. Individuals were more able to recognize their own strengths and resources based on clearly identifying past successes.

SESSION V (2-1/2 hours)

CURRICULUM ANALYSIS

Objectives

1. To analyze the extent of sex-role stereotyping in school textbooks.
2. To become familiar with alternative, non-sexist curriculum materials and approaches.

Procedures

1. Participants viewed "Images of Males and Females" filmstrip/tape presentation which documents the degree and nature of sexism in textbooks.
2. Participants who wanted to focus on curriculum analysis in their action plans used worksheets to analyze actual textbooks from their own classrooms.
3. Those who were not interested in textbook analysis for their action plans were introduced to "Project Adventure", an innovative curriculum which has been successful over many years in breaking down sex-role stereotypes and in integrating team building, goal setting, and confidence building with skill development in physical education and academic subjects. (Lecture, filmstrip/tape presentation, question-answer period).
4. Participants were able to browse through a resource table of curriculum materials which might be used or adapted for their action plans. Individuals were able to discuss materials and plans with project consultants.

Resources

See attached list.

Notes

Participants came away surprised that sexism was still so pervasive today. They also came away with concrete ideas for curriculum change.

RESOURCE LIST

Booklegger Press
555 29th St.
San Francisco, Ca. 94131
"Positive Images" - a guide to non-sexist films for young people.

Women's Sports Foundation
1660 S. Amphlett Blvd.
Suite 266
San Mateo, Ca. 94402
#415-574-4622
Films, book lists.

PEER (Projection Equal Education Rights)
1029 Vermont Ave., NW
Suite 800
Washington, D.C. 20005
Films, books, extensive material on Title IX monitoring procedures and enforcement.

U. S. Dept. of Health, Education & Welfare
Office of Education
Washington, D.C. 20208
"Being a Man" - a unit of Instructional Activities on Male-Role Stereotyping; plus numerous films, catalogues, and book lists.

SEGO (Sex Equality in Guidance Opportunities)
American Personnel and Guidance Association
SEGO Project
1607 New Hampshire Ave., NW
Washington, D.C. 20009
Films, books, ideas--especially for guidance and career counselling.

CWEALF (Ct. Women's Education and Legal Fund, Inc.)
614 Orange St.
New Haven, Ct. 06511
and
57 Pratt St.
Hartford, Ct.
Public interest law firm specializes in sex discrimination cases; also has extensive public education program for teachers, parents, administrators. Resource lists of films, books, programs available.

Center for Vocational Education
The Ohio State University
1960 Kenney Road
Columbus, Ohio 43210
"Resources on Eliminating Sex-Role Stereotyping in Vocational Education."

Butterick Publishing Co.
161 Sixth Ave.
New York, N.Y. 10013
Films about sex-role stereotyping.

New Day Films
P. O. Box 315
Franklin Lakes, N.J. 07417
Films about sex-role stereotyping.

Agency for Instructional Television
1111 West 17th St.
Bloomington, Ind. 47401
Films about sex-role stereotyping.

Film Fare Communications
10900 Ventura Blvd.
Studio City, Ca. 91604
Films about sex-role stereotyping.

Business and Professional Women's Foundation
2012 Massachusetts Ave., NW
Washington, D.C. 20036
"Women and Work in U.S. History: An Annotated Selected Bibliography."
(and others)

YWCA Vocational Readiness Program
YWCA of Los Angeles
1215 Lodi Place
Los Angeles, Ca. 90038
"Will Marriage Turn You On For The Next 50 Years?" (article)
(and other booklets)

Women on Words and Images
P. O. Box 2163
Princeton, N.J. 08540
#609-921-8653
Numerous bibliographies, films, and materials.

The Resource Center on Sex Roles in Education
National Foundation for The Improvement of Education
1201 Sixteenth St., NW
Room 701
Washington, D.C. 20036
#202-833-5426
Books, materials, newsletters, and films.

New Directions For Young Women
2201 No. Country Club
Tuscon, Ariz. 85716
#602-327-4261
Books, materials, films, and newsletters.

Women's Bureau
Employment Standards Administration
U. S. Dept. of Labor
Washington, D.C. 20210
#202-523-6611
Statistical data and up-to-date information on the economic status of women in U.S.

Young Women's Company
2813 So. Sixth Ave.
Tuscon, Ariz. 85713
#602-622-1146
Vocational counselling, materials, ideas, and films.

R. J. Associates
1018 Wilson Blvd.
Arlington, Va. 22209
#703-524-3360
Publishes research on women in vocational e ication programs.

American Federation of Teachers-Women's Rights Committee
706 E. Denny Way
Seattle, Wa. 98122
Publications, lists, and films.

Change for Children
255 Mission St. - #201
San Francisco, Ca.
#415-282-3142
Resource center, publications, and information.

Emma Willard Task Force on Education
Box 14229
University Station
Minneapolis, Minn. 55408
Numerous resource lists, ideas, and books.

The Feminist Press
Box 334
Old Westbury, N.Y. 11568
#516-876-3086
Publishing company, catalogues, and bibliographies.

KNOW, INC.
Box 86031
Pittsburgh, Pa. 15221
#412-241-4844
Publishers, distribution.

New England Free Press
60 Union Square
Somerville, Ma. 02143
Publishers, distribution.

National Foundation for the Improvement of Education
1201 Sixteenth St., N.W.
Room 701
Washington, DC 20056
#202-833-5426
"Images of Males & Females" - filmstrip

Project Adventure
P. O. Box 157
Hamilton, Ma. 01936
"Project Adventure" - filmstrip

SESSION VI (2 hours)

SEX-ROLE STEREOTYPING IN CAREER DEVELOPMENT

Objectives

1. To understand the career development process.
2. To become aware of the extent of sex-role stereotyping in career counseling and career choice.

Procedures

1. Large group didactic on the career development process.
2. Question-answer period.
3. Discussion in small groups of non-traditional career choices to be encouraged for both sexes.
4. Students met alone with one consultant to further refine their action plans.
5. Other participants browsed through a resource table of counseling materials.

Resources

SEGO (Sex Equality in Guidance Opportunities)
American Personnel & Guidance Association
SEGO Project
1607 New Hampshire Ave., NW
Washington, DC 20009
Films, books, ideas--especially for guidance and career counselling.

Center for Vocational Education
The Ohio State University
1960 Kenney Road
Columbus, Ohio 43210
"Resources on Eliminating Sex-Role Stereotyping in Vocational Education."

Young Women's Company
2813 So. Sixth Ave.
Tuscon, Ariz. 857[illegible]
#602-622-1146
Vocational counselling, materials, ideas, and films.

Notes

Participants came away with new insights about how they could encourage non-sexist career choice, even if they weren't career counselors.

SESSION VII (3 hours)

SOCIALIZATION

Objectives

1. To understand the importance of physical training for building self-esteem and hence leadership in females as much as in males.
2. To focus on the sex-role stereotyping of males in the American society.

Procedures

1. Didactic on the importance of physical training for developing self-confidence and leadership. Statistics were presented to document the widespread absence of such training for females and the limited competitive nature of such training for males.
2. Question and answer period.
3. Participants viewed a film entitled "Men's Lives". Following the film,, participants met in small groups of either males or females to discuss the socialization process of American males and their personal reactions to the topic and the film. Project consultants facilitated these small group discussions (male consultants with male participant groups; female consultants with female participant groups.)
4. Mixed groups of both sexes were formed to discuss concrete steps that people could take in overcoming some sex-role stereotyping in the socialization process.

Resources

"Men's Lives" - film - National Foundation for the Improvement of Education, 1201 Sixteenth St., NW, Room 701, Washington, DC 20056

Notes

Participants came away realizing the extent to which males as well as females were sex-role stereotyped in the American socialization process.

SESSION VIII (2 hours)

DEVELOPING STRATEGIES FOR CHANGE

Objectives

1. To understand change agent skills.
2. To develop strategies for use with students in eliminating sex-role stereotyping.

Procedures

1. Small mixed groups discuss things that they could say and do (both small and large scale) to eliminate sexism in their own school settings.
2. Project consultants distributed and explained a collection of teaching methods/strategies which could be used in eliminating sexism in the schools.

Resources

Simon, Howe, Kirschenbaum, Values Clarification, N.Y.: Hart, 1972.
Tubbs, Stewart & Sylvia Moss, Human Communication: An Interpersonal Perspective, Random House, N.Y.

Notes

Participants came away thinking of specific things they could say or do to reduce sexism in their schools.

SESSION IX (2 hours)

SPECIAL INTEREST TOPICS

Objectives

To allow more time to focus on special topics affected by sex-role stereotyping in leadership development.

Procedures

Participants chose 2 special interest groups to attend (one hour each). The topics included these:

1. Guidance & Counseling
2. Title IX and Chapter 622
3. Interaction Analysis
4. Business World & Women
5. Community and Parent Involvement

Special interest groups were each run twice for didactic and discussion.

Resources

Harrington-O'Shea Career Development System.
Title IX & Massachusetts Chapter 622 laws.
Amidon & Flanders, Role of the Teacher in the Classroom, Minn.: Association for Productive Teaching, 1971.

Notes

Participants came away wanting to know more about the two topics they discussed, after being exposed only to the highlights of each issue.

SESSION X (full-day)

SHARING & LONG-RANGE PLANNING

Objectives

1. To share results of the action plans and further identify other participants as mutual resource persons.
2. To make plans for continuing innovations and other efforts for eliminating sex-role stereotyping during the spring semester.

Procedures

1. Large group presentations by selected participants of their action plan results.
2. Small group discussions of follow-up for the spring semester;--this included completing action plans initiated and/or initiating additional plans for change in their schools.
3. The majority of participants expressed an interest in being resource persons to others who might participate during Stage II of the program
4. Sixteen participants expressed an interest in serving during Stage II as co-trainers alongside project consultants.
5. Participant recruitment strategies for Stage II were discussed. Institute training programs were offered where groups of 25 were organized.

Resources

Action plans of participants.

Notes/Outcomes of the Training

Participants left the program with a general feeling of increased awareness of sex-role stereotyping and with specific ideas for concrete steps they could take to make changes leading toward non-sexist approaches in the schools. Participants had also come to develop teams within their own districts and had come to use the resources of colleagues from within their own districts and elsewhere.

Comments/Recommendations

Although this Institute was highly successful, there are two recommendations for improvement. First, more administrators must be involved in an in-depth way, at least regarding the issues as they affect management, support, and maintenance of changes toward developing leadership without sex-role bias in the schools. Second, there should be more workshop time for open-ended dialogue and catharsis, especially concerning highly emotional issues.

EVALUATION OF STAGE I PROGRAM

This Stage I program has had a direct effect on the attitudes and behaviors of most of the participants. Their sex-role orientation scores were more egalitarian, on the whole, than those of a matched sample of non-participants. The participants themselves were able to express, sometimes rather precisely, how they feel the program has affected their school responsibilities.

To assess the indirect effects of the program, a questionnaire was administered to elementary school children who were in the classes of the participants. Those participants who are elementary school teachers are having an impact on the sex-role conceptions of their students as shown by the students' comparatively more egalitarian views of what is "ok" for boys and girls. The same questionnaire was administered to a control sample of classes of non-participating teachers, in the same grades.

The children were first asked what their career aspirations were. Then they were asked whether it is "ok" for mothers of children their age to be gainfully employed (work at jobs) and whether it is "ok" for boys to play with dolls and cook, and for girls to play in the Little League and to be doctors. An analysis of variance was performed on the two groups for each of these questions. The total sample size was 309. Of these, 194 were "target" children, and 115 were "control" children.

On two questions, absolutely no difference was found. The groups were alike in their views of mothers working and boys cooking. Differences were found among the groups, though, on the remaining measures. As Table 3 indicates, a significant difference (p. .048) may be seen between the two groups according to whether they think it is "ok" for boys to play with dolls. Similarly, though not to the same degree as the former finding, a difference may be seen in the children's feelings of whether it is "ok" for girls to play in the Little League (p. .061) and for girls to become doctors (p. 070). (Tables 4 and 5 below).

TABLE 3

Analysis of Variance: Target and Control Children's Attitudes toward Boys Playing with Dolls (N=311)

MAIN EFFECTS	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIFICANCE
Target V. Control	1.050	1	1.050	3.836	0.048
Residual	84.270	308	0.274		
Total	85.319	309	0.276		

TABLE 4

Analysis of Variance: Target and Control Children's Attitudes toward Girls Playing in the Little League (N=311)

Target V. Control	0.568	1	0.568	3.450	0.061
Residual	50.674	308	50.674		
Total	51.242	309	51.242		

TABLE 5

Analysis of Variance: Target and Control Children's Attitudes toward Girls Becoming Doctors (N=311)

Target V. Control	0.248	1	0.248	3.232	0.070
Residual	23.564	307	0.077		
Total	23.812	308	0.077		

The teachers do seem to be having an impact on the children's conception of appropriate sex-role behavior. This is particularly interesting because the differences seem to be based on orientation toward peer behavior rather than toward adult behavior. Whether this attitude is a general one or whether this is an artifact of the interviewing situation needs to be assessed.

STAGE II (SPRING) PROGRAM AT WAREHAM

Purpose

The Wareham program was a training institute for school personnel designed to assist educators in examining their attitudes and values vis-a-vis the changing roles of males and females. In addition to this self-awareness component, the program provided participants with information on Chapter 622 & Title IX, the socialization process and its effects, and curriculum and career development approaches that promote sex equity. The training institute encouraged the practical application of learnings and assisted educators to develop resources and support mechanisms in their schools.

Objectives of Training

1. To develop an understanding of how the socialization process affects the roles and behaviors of males and females.
2. To examine our roles and values and understand the restrictions sex role stereotyping places on all people.
3. To explore strategies to reduce sex-role stereotyping in the classroom and develop non-sexist curriculum.

Format (2 full-day sessions & 8 three-hour sessions)

The workshop was both experiential and lecture-oriented. Methodology used was small group discussion, lectures, and group exercises.

Philosophy/Approach

In structuring this program for school teachers and counselors, the underlying premise was that teachers would be more effective in actually implementing changes in their curriculum after they have: (1) examined their roles and values and (2) developed an awareness of sex-role stereotyping in areas both inside and outside the classroom. The program, therefore, included opportunities for self-examination, and activities designed to develop an awareness of sex-role stereotyping in both males and females. This was followed with an examination of options, alternatives, and strategies in designing non-sexist curriculum.

Participant Selection

At the end of Stage I, Steering Group representatives helped to recruit 62 participants from the following school districts: Wareham, New Bedford, Plymouth/ Carver, Old Rochester, Fairhaven. Three graduate SMU credits were given to participants who completed the program requirements and submitted a project paper.

Trainers (Ochs, Johnson, Abrams, & Bromfield jointly developed training design and materials)

Dr. Cheryl Ochs	- Project Director
Carole Johnson	- Project Coordinator
Linda Abrams	- Staff Consultant-Trainer
Sandra Bromfield	- Staff Consultant-Trainer
Jeffrey Chute	- Teacher in Plymouth-Carver School District and first semester participant
Steven DeCollibus	- Teacher in Cape Cod Regional Technical High School and first semester participant
Joe Goveia	- Teacher in Plymouth-Carver School District and first semester participant
Dan Kennedy	- Teacher in Plymouth-Carver School District and first semester participant
Linda Masterman	- Teacher in Plymouth-Carver School District and first semester participant

Resource Persons

Dr. Charles Brockett	- SMU Professor, Political Science Dept.
Shirley Bysiewizz	- Attorney and President of Connecticut Women's Education and Legal Fund, Inc.
Dr. Barbara Jacobskind	- SMU Professor, English Dept., and Women's Studies Program
Gigi Mooney	- Yale Divinity School
Mia Louke	- Guidance Specialist
Judy Dixon	- Former Yale University Varsity Tennis Coach and Assistant to Director of Athletics; presently executive, Bancroft Sporting Goods Company

PROGRAM DESIGN

SESSION I

Topic — Overview of Program

Requirements for course credit - Introductory Small Group Activities
Presentation of Statistical Data on Economic Status of Women

Objectives

1. Create a climate of trust for self-disclosure.
2. Present program goals and overview.
3. Test knowledge and create dialogue.
4. Deal with expectations.

Procedures/Notes

Small group introductory activities were different due to space problems (immovable chairs, poor acoustics). Statistical data presentation provided new information and dispelled myths held by many participants.

Resources

Department of Labor, Women's Bureau, 1977 statistics.

Tubbs, Stewart and Sylvia Moss, Human Communication: An Interpersonal Perspective, Random House: New York

SESSION II

Topic — Values Clarification

Objectives

1. To assist participants in exploring and examining their personal values.
2. To explain the process of valuing.

Procedures

Through a variety of values clarification exercises, participants define and examine their own personal values. This is done individually and through a small group experience. Processing by facilitators in small groups is essential for successful integration.

Notes

These exercises provided the opportunity for participants to publicly affirm their beliefs. Discussion is often heated and communication distorted because of value conflicts.

Resources

Simon, Howe, Kirschenbaum, Values Clarification, Hart Publishing Co., New York, 1972.

Conclusion

Because of the frequent conflicts in beliefs and values, this session should be processed carefully and sensitively by facilitators. Enough time must be given to hear all individual remarks and opinions.

SESSION III

Topic Communication Skills

Objectives

1. To understand how values affect communication.
2. To understand the process of communication.
3. To identify barriers to communication and develop techniques for overcoming distortions.

Procedures

Participants examine barriers to effective communication--brainstorming in small groups. The techniques of actual listening are presented and practiced through role-playing and Rogerian listening.

Notes

It is important to relate the communication process to communication in the classroom. Educators should examine ways to have a more effective and open communication with students.

Resources

Simon, Howe, Kirschenbaum, Values Clarification, Hart Publishing Co., New York, 1972.

Conclusion

Participants, at the conclusion of this session, were able to practice techniques for enhancing their listening skills, particularly when conflicts arise because of personal and value issues.

SESSION IV

Topic "Images of Males & Females In Elementary School Textbooks"
Identifying Sexism in Textbooks

Objectives

1. To understand the effects of socialization on curriculum.
2. To identify strategies for overcoming sexist curriculum.

Procedures

Participants view slide tape "Images of Males & Females" and analyze textbooks for sex bias and sex fair material. Session concludes with discussion of sexist language and its implications in the classroom.

Notes

Participants became very emotional and excited as they discovered sexist portions of material in texts they were actually using in the classroom.

Resources

Slide tape "Images of Males & Females".
Textbooks from each teacher's classroom.

Conclusion

Positive strategy session followed textbook analysis. Participants were able to develop alternatives and supplementary ideas to counteract sex bias in curriculum.

SESSION V

Topic — Self-Esteem, Leadership, Socialization

Objectives

1. To create awareness of the importance of developing positive self-image.
2. To examine effects of socialization on self-esteem.
3. To understand role of self-esteem in emergence of leadership.

Procedures

The difference between male and female socialization were discussed and a correlation between male socialization, and emphasis on physical training was presented. Lack of physical training and self-esteem for young girls was paralleled in the presentation. Myths about the physical abilities of men and women were also discussed, and statistical data presented.

Notes

Participants were eager to discuss issues raised in the statistical data presentation, and discussion in small groups was heated. The group came to a general consensus on the issue of the importance of self-esteem in leadership training.

Resources

Reaching Our Interpersonal Effectiveness and Self-Actualization, David W. Johnson, Prentice Hall, New Jersey.

Conclusion

We feel this session was successful, in part, due to the fact that a positive male role model made part of the presentation.

SESSION VI

Topic — Career Development & Sex-Role Stereotyping

Objectives

1. To understand the concept of career education.
2. To present the process of career development.
3. To understand the effects of stereotyping on career choice.
4. To identify bias in standardized Interest Testing Surveys.
5. To assist participants in understanding strategies to overcome stereotypes as they relate to careers and career education.

Procedures

The concepts of career education and the career development process were presented to participants. This was followed by a discussion of the ways to implement career education with sex equity consciousness.

Notes

Participants were somewhat resistant to ideas relating to non-traditional careers, especially in the area of the military and careers involving physical stamina.

Resources

"Other Women, Other Work" film

SESSION VII

Topic

"Men's Lives"
Socialization Process of Males in American Society

Objectives

1. To develop an awareness and understanding of the socialization process of males.
2. To relate this to participants' personal experiences.

Procedures

Introductory presentation on the socialization of males by Charles Brockett. Film "Men's Lives" followed by small group discussion. Participants had a choice after seeing the film to discuss in mixed groups or single sex groups. Many chose single sex groups.

Notes

This session generated a lot of discussion and sharing of feelings between males and females. It is important to have both a male and female facilitator.

Resources

Film "Men's Lives"

SESSION VIII

Topic Curriculum/Action Strategy Application Session: Sharing Ideas

Objectives

1. To examine first semester participant projects and share information.
2. To apply sex-affirmative strategy to sexist curriculum.

Procedures

Five former (first semester) participants presented ideas and programs they had been able to implement in their classrooms as a result of the Project. Participants listened, asked questions, and shared ideas to create new alternatives.

Resources

Action curriculum projects developed and implemented by Stage I program participants.

Conclusion

The information presented and discussed created a positive environment and participants now realized options and alternatives.

SESSION IX

Topic

Equal Rights Amendment
Issues & Implications for Women and Men

Objective

To provide information on the ERA and discuss related issues so that teachers will feel competent in presenting pro's and con's to students.

Procedures

Presentation: Myths and realities of the ERA. Class discussion and questions.

Notes

Participants evaluated this session as informative and interesting. Discussion of related issues and effects was enthusiastic.

Resources

ERA, Massachusetts Chapter 622, Title IX laws.

SESSION X

Topic — Women in Professional Athletics & Competitive Sports
Women in Business World

Objectives

1. To understand the problems women face in competitive athletics.
2. To examine issues in a sex discrimination suit - a first-hand experience.
3. To understand obstacles women in business world face.

Procedures

Presentation of background information in a sex discrimination suit and discussion of the problems and issues of women in competitive sports.

Notes

Participants indicated in evaluation forms that the presentation was an informative and "eye-opening" experience. Many of the issues discussed throughout the course were applied directly to the situation described in the suit.

STAGE II (SPRING) STUDENT PROGRAM AT PLYMOUTH-CARVER

Purpose

To assist students in the development of leadership skills through a training program which emphasizes the examination of personal attitudes, biases, feelings, and behaviors towards the changing roles of males and females.

Objectives Of Training

1. To enhance awareness of leadership concepts and skills in applying them.
2. To help participants become more effective as individuals and as group members.
3. To assist participants in understanding and exercising their rights as students in order to bring about change in their schools around sex-equity related issues.

Format

6 evening sessions, (2 hours each)
Experiential learning through participation in setting learning objectives, skills practice, focus on school-related sex equity issues and problems.

Philosophy/Approach

In developing a training design taken into account were such variables as:

- student feelings of powerlessness in effecting change in their school;
- students' limited understanding of their rights and responsibilities;
- low level of participation among female students in active leadership roles;
- time available for training, and a realistic assessment of what could be achieved.

Because of the needs of this target group and the variables mentioned above, the focus of training was on what a leader does rather than on what leadership is. What a leader does can be performed by any member of a group. The more widely leadership functions are shared, the less dependent the group will be upon an assigned leader and the more likely are all members to make good decisions, carry them out, and to experience the satisfaction that comes from achievement.

The training group thus became a means for helping each participant to better understand him/herself in relation to other group members and also in relation to the issues at hand. This was done by identifying and using resources of individual members, assisting the group in understanding the effects of cooperation and competition, helping the group to understand its role as "change agent", and helping each individual to grow.

Usefulness of learnings were captured through discussions, post-meeting reaction sheets, and final evaluations.

Participant Selection

A description of the proposed training was provided to high school principals and to a student representative from each of the five participating school districts from Stage I. The first district to come up with a minimum of ten students was offered the Institute. Ten students from Plymouth-Carver Regional High School were the first to sign up. The group was composed of seven females and three males; seniors, juniors, and sophomores.

Trainers

Sandra Bromfield (also developed training design and selected/or devised appropriate materials)
Robert Costa, Training specialist

Resource Persons

Carole Johnson, Coordinator of Project. Provided information on Title IX and Massachusetts Chapter 622.
Pat Comiskey, Guidance Counselor, Plymouth-Carver High School.

PROGRAM DESIGN

SESSION I

Topic — Self-Awareness

Objectives

1. To develop group climate.
2. To develop awareness of personal values and relationship of values to attitudes, beliefs, and behaviors.

Procedures

1. "Ice Breaker"/Get Acquainted activity
2. Overview of Program; Surfacing of expectations
3. Examination of the nature of leadership
4. Description of the process of valuing
5. Exploration, examination, clarification of personal values through a series of activities

Notes

The development of many skills, beliefs, and values comes through experiences with others. A person must experience intimacy and disclosure in order to grow and change. He/she needs to build a relationship with others. This occurs best in groups with a continuing relationship such as the one established here. Thus, during Session One, time is spent in creating a supportive and trusting atmosphere.

Values exploration is intended to increase personal awareness of the dimensions of who one is and who one might become. Activities are done singly, in groups, and as "take-home" assignments. Participants "explore themselves" in a variety of ways, including examination of pressures exerted on them by their own preconceived and stereotypic notions, as well as those of others and varying situations.

Resources

Simon and Howe, Values Clarification, Hart Publishers, New York, 1972.
(ie: Rank Order, Miracle Worker exercises)

SESSION II

Topic — Communication Skills

Objectives

1. To examine effect of values on communication.
2. To identify barriers to communication and develop skills in enhancing communication.

Procedures

1. Group tries to come to a consensus during a decision-making activity involving values. ("Alligator River" exercise)
2. Process of communication is described. Barriers are brainstormed.
3. Techniques for enhancing communication are taught (i.e.: Rogerian Listening method)

Notes

Sex equity issues are raised during decision-making activity. Double standard for males/females is discussed.

Emphasis of communication activities is on helping the group become more aware of the various ways they communicate and practicing ways to communicate more effectively.

Resources

Alligator River & Rogerian Listening exercises (Simon, Howe & Kirschenbaum, Values Clarification, Hart Publishing, N.Y., 1972).

One-Way, Two-Way Communication exercise (Amidon & Moskowitz, Skill Development in Teaching (Skit) Exercise Book, Paul Amidon Associates,Inc.,1968.)

SESSION III

Topic Team Building and Information on Economics of Women

Objectives

1. To analyze roles and functions of group members.
2. To increase awareness: women and men in our society do not have equal rights under the law, in the labor force, in education, and within the family.

Procedures

1. Participants discover the leadership functions each seems to perform well and most easily.
2. Group participates in a decision-making simulated survival activity in order to observe the advantage of working cooperatively.
3. Statistical data is presented on the economics of women in our society.

Notes

A helpful way of looking at leadership is to see it as a series of functions that are performed in a group. There are task functions (those that help a group do its work) and maintenance functions (those that support a group as a working unit). Participants engage in activities which help them discover what task and maintenance roles they tend to play most easily and naturally.

The NASA exercise provided a format for group consensus and team building.

Resources

Pfeiffer and Jones, A Handbook of Structured Experiences for Human Relations Training, Vol.1.,University Asso.Press, Iowa City, Iowa.

U.S. Dept. of Labor. Women's Bureau 1977 statistics.

SESSION IV

Topic Strength Training Title IX and Chapter 622

Objectives

1. To provide information on sex discrimination laws: Title IX and Massachusetts Chapter 622.
2. To identify sex equity issues in the educational setting.
3. To continue team building.

Procedures

1. Lecturette on Federal and State laws and student rights.
2. Problem areas within the school are identified.
3. Students discuss their own accomplishments and strengths.

Notes

After members reach a point where they feel they know one another, it is helpful for them to gain a clearer understanding and overview of their strengths, resources, capacities, and potentialities. An understanding of how these can be applied to the right of a non-sexist education and the responsibility of each individual to initiate changes in order to guarantee equal treatment is then created.

Resources

A Student Guide to Title IX, US Dept. HEW, Office of Education.
Chapter 622: One State's Mandate, Mass. Dept. Education.

SESSION V

Topic — Negative Effects of Socialization

Objectives

1. To explore negative effects of socialization on males and females.
2. To enhance each participant's ability to deal with conflict and develop assertiveness techniques.

Procedures

1. Film: "Men's Lives" and discussion.
2. Discussion of individual attitudes, feelings towards sex role stereotyping.
3. Lecturette on conflict/resolution strategies and assertiveness techniques.

Notes

Objective of discussion is: creating greater awareness, understanding, and acceptance of self---particularly "self-aspects" involving one's gender identity.

Helping students to develop assertiveness skills in order to enhance effectiveness as "change agents" is important. Conflict/resolution skills will help them to deal more effectively with resistance to change on the part of authority figures and peers.

SESSION VI

Topic — Strategy Planning

Objectives

1. To develop a strategy for bringing about change around issues of inequity identified during Session IV.
2. To develop guidelines for instituting change.

Procedures

1. Students make list of desired changes. Each selects two and on a scale of 1-9 indicates degree of commitment on each change. Number of people selecting each change area is recorded. Those with highest degree of commitment are chosen.
2. Guidelines for instituting change are developed utilizing skills learned in sessions to date.
3. Force-field Analysis is demonstrated.
4. Additional resources in school environment are identified.
5. Action plan including steps, time line, delegation of responsibility, and evaluation is developed for sex-equity change issue identified in step 1.

Notes

Action-planning involves setting goals, identifying alternatives, taking action, and developing support systems. The group is provided with experience in analyzing the forces which produce any given situation and helping to assess relative usefulness of alternative approaches in dealing with the situation.

Once the problem area to be worked on has been clearly defined, then the force-field analysis technique is a useful way to determine how the situation can be dealt with most successfully.

Outcomes of Training

1. Perhaps the most important outcome of the training was the presence of a cohesive, mutually-supportive group which had high expectations for affecting change.
2. The team-building approach proved successful in utilizing the skills and abilities of each group member. Individual potential of males and females alike was nurtured. All were better prepared to serve in a leadership role.
3. Participants learned to work interdependently on mutual goals. They utilized one another's experience, abilities, commitment, and showed respect for individual differences in values, personalities, and behavior.
4. The group developed a plan of action which would bring about co-ed gym classes in their school. This was the sex equity issue which received the highest degree of commitment and most support from within the group.

Comments/Recommendations

Overall reactions to the training were favorable. When asked what they knew more about as a result of the sessions, responses included: "myself , my rights , how to plan, who to talk to, and how to make changes happen". Students seemed to feel more powerful and looked forward to transmitting their skills to other students.

Although only three males were in the group, their perspectives and input were invaluable. As one of the females put it: "I now know that sex equity effects males also." The males in the group wholeheartedly agreed and admitted that they had never previously thought about inequities that existed. Consciousness having been raised, they wanted to work on bringing about change in their school and personal lives.

The fact that training was conducted by a male/female team was also important. The issues generated often required "processing" by feminist role models of both sexes. Also, since co-trainers were outside of the school environment, they were trusted by the group. The group unanimously voted to ask Ms. Comiskey who could provide information on the "system" to serve in this capacity this year and to act as an advisor during the next school year.

The overwhelming obstacle that we were working with in the delivery of this Institute was time. Training took place during April and May and some of the action steps identified would have to be implemented in the Fall. This type of effort should be carried out earlier in the school year to enable a group to utilize the entire year, if necessary, for teambuilding, issue identification, and strategy planning.

STAGE II (SPRING) PROGRAM AT
CAPE COD VOCATIONAL TECHNICAL SCHOOL

Purpose

1. To assist educators in examining their attitudes, biases, feelings, and behaviors vis-a-vis the changing roles of males and females.
2. To develop and implement career development and curriculum approaches that promote sex equity.
3. To identify and develop support mechanisms in school districts for the purpose of fostering sex equity.

Objectives of Training

1. To minimize sex discrimination in a vocational education setting through an awareness of stereotyping and its effects on career and life planning.
2. To provide participants with an opportunity to observe their own behaviors and to understand how these can limit student career choices.

Format

6 afternoon sessions; 3 hours each
2 full-day Saturday sessions

Experiential learning through the setting of career goals, skills practice, focus on economic factors related to career choice, and the hands-on experience of sampling non-traditional shops.

Philosophy/Approach

In developing a training design, the following variables were taken into account:

...importance of lifetime planning for both males and females;
...importance of options for both sexes based on personal values, interest, and ability;
...establishing a distinction between "bias" and "discrimination";
...assessing behaviors which limit student options because of bias;
...extremely low numbers of female and male students who make non-traditional career selections in vocational education.

Because of the variables mentioned above, a philosophical approach was taken which dealt with underlying assumptions that say men and women are, and should be, different, not only physically, but also in their personalities, abilities, and occupations. Understanding bias leads to an understanding of how we, as educators, unconsciously influence our students. It also leads to an understanding of how we, as individuals, make our own life and career choices.

The training approach encouraged investigation of the process involved in career decision-making and allowed for the opening of new opportunities to both males and females. Economic factors related to career choice and the effects on women in our society were also topics for discussion. Usefulness of learnings was captured through discussions, post-meeting reaction sheets, and final evaluations.

Participant Selection

A description of the proposed program was provided to the Cape Cod Regional Vocational School. Twenty-four shop teachers (14 male and 10 female) signed up for the Institute. Three undergraduate credits were made available upon completion of course requirements.

Trainers

Sandra Bromfield - Staff Consultant-Trainer responsible for developing the decision-making approach utilized, as well as format and materials for this Institute.

Stephen DeCollibus - Graphic Arts instructor at Cape Cod Vocational School, and a first semester (Stage I) participant.

Resource Persons

Carole Johnson	- Project Coordinator
Louise Raymond	- Auto Mechanic, North Dartmouth Sears & Roebuck
Bernard English	- Guidance Director, Vinal Tech High School, Middletown, Conn.
Dr. Cheryl Ochs	- Project Director

Resources

The decision-making model utilized throughout was developed by Sandra Bromfield and James Kilmurray of Schema, Inc., Boston, Ma. Economic information is taken from Dept. of Labor, Women's Bureau, 1977 statistics.

PROGRAM DESIGN

SESSION I

Topic

Overview of Career Decision-Making Process
Presentation of Economic Factors Related to Career Choice

Objectives

1. To provide overview of training
2. To assist participants in understanding elements involved in career decision-making.
3. To provide information on economic status of women in our society and economic factors related to career choice.

Procedures

1. Ice breaker/climate-setting activity.
2. Presentation of goals of Institute; elicit participant expectations.
3. Description/overview of Career Decision-Making Process to be used.
4. Participants draw a "life line" and a "career line"; males and females are compared/contrasted.
5. Two case studies (one male/one female) are presented. Career alternatives are generated for each. Biases and stereotyping are surfaced and discussed.
6. "Test Your Knowledge" activity facilitates the presentation of economic information.

Notes

The skill of applying one's knowledge to a rational process of career choice is examined. Differential treatment of the sexes is openly discussed in the context of the session. What happens when we can't exercise our right to choose freely because of limitations imposed on us by society, schools, other people, is examined.

SESSION III

Topic Setting Career Objectives/Identifying Resources

Objectives

1. To assist participants in utilizing values in setting goals.
2. To describe the Goal-Setting Process.

Procedures

1. Goal Setting Activity.
2. Using case studies presented in Session I, decision-making skills learned thus far, are applied.

Notes

Skills such as: ability to identify objectives, specify resources, identify obstacles, outline steps of action, perform the steps, and evaluate the actions, are developed.

SESSION IV

Topic — Non-Traditional Shop Exploration

Objectives

1. To provide participants with a "hands-on" experience.

Procedures

1. Eight participants are asked to provide the rest of the group with shadowing experiences. Participants are assigned to various shops. Everyone samples at least one non-traditional shop.
2. Participants are asked to fill out a "reaction form" and instructors are asked to grade each "student".

Notes

Shops explored included four traditionally-female and four traditionally-male: Carpentry, Auto Body, Masonry, Plumbing, Sewing, Health Services, Cosmetology, and Culinary Arts. Three of the shops were video-taped during shadowing experiences. Time did not allow for the processing of experiences during this session. Staff observed every shop, however, and made notes on behaviors, biases, and attitudes that appeared to be stereotypic.

SESSION V

Topic — Processing of Shop Experiences

Objectives

1. To provide participants with feedback and an opportunity to discuss reactions to non-traditional shop experiences and new learnings.

Procedures

1. Discussion: differences in treatment of males and females by instructors, "peers".
2. Discussion: relationship between teacher expectations and student performance.
3. Play-back of video-tape.
4. Relationship of this experience to development of new options for males and females.

Notes

In several of the traditionally-male shops there had never been a female enrolled. Reactions were elicited and discussed from instructors and female students who sampled those shops. Peer support was another topic for discussion. Comparisons were made between a female who was the only woman in a traditionally-male shop, versus a shop which had two or more females. New learnings were applied to student choices.

SESSION VII

Topic How Career Planning & Decision-Making Relates to Students

Objectives

1. To examine difficulties in non-traditional career selection.
2. To identify obstacles to increasing enrollment of males and females to non-traditional shops.
3. To expose participants to ways of increasing non-traditional course selection for both males and females.

Procedures

1. Video-Tape and discussion. This involved four female students from Keefe Vocational Technical School in Framingham, Ma. who had made non-traditional course selections.
2. Louise Raymond (auto mechanic) discusses what it is like to work in the Auto Mechanic shop at Sears.
3. Bernard English talks about steps Connecticut has taken to change the way courses are selected in their vocational education system and discusses benefits of increasing numbers of males and females in non-traditional shops.

Notes

Participants see the benefit of moving as many students as possible through all occupational clusters, with specific sessions on Career Decision-Making. They request that the next (and final) session be devoted to strategy planning for their school.

SESSION VIII

Topic — Strategy Planning

Objectives

1. To identify ways to increase enrollment of males and females in non-traditional shops at Cape Cod Vocational Technical School.
2. To present overview/summary of training, and to evaluate personal changes.

Procedures

1. Brainstorm alternatives for effective recruitment of students to non-traditional shops.
2. Identify strategy for the assurance of successful completion of students who do make non-traditional selections.
3. Identify problems students might encounter including objections from parents, peers, administrators, teachers, employers. Identify solutions for these problems.

Notes

Participants developed a plan for increasing non-traditional course selection at their school. They began to work on a strategy for presenting this to administrators. Some of the alternatives generated were: requiring all students to sample all occupational clusters; developing a film showing males and females in non-traditional shops to be shown to parents and potential students; involvement of feeder-school teachers in shadowing experiences; conducting in-service workshops for teachers and administrators.

Comments/Recommendations

The outcomes of this Institute were extremely positive. Participants learned that their stereotypic thinking was biased and erroneous. As one (a Plumbing instructor) put it: "As far as women doing a man's job is concerned, I think the job should go to the most qualified person - regardless of sex." He had been one of the most outspoken "resistors" at the beginning of the training.

Participants unanimously agreed that students need to be exposed to this Career Decision-Making process and must be made aware, also, of bias and stereotyping. They agreed that creating an unbiased environment is not enough. An Auto Body instructor felt: "Because most students at the junior high level, given the opportunity to choose, would go into traditional areas, we as educators should insist that both sexes pass through in an exploratory program every occupational area that is available to them in the vocational system."

Participant's biased behaviors were altered as a result of this training experience. Over 85% agreed, at the end of the course, that they would not discourage female students from taking a non-traditional shop. The percentage had been substantially lower at the beginning of the Institute. Also, over 80% of those participating responded affirmatively when asked "Has this course helped you to understand and encourage sex equity as it relates to non-traditional career selection by both males and females?"

Although this Institute was highly successful, there are a couple of recommendations for improvement. In the future, administrators must also be involved in training. Participants generated viable alternatives for eliminating bias and discrimination in their schools. However, without administrative support, these will not be implemented or sustained. In addition, a full day, mid-way through the Institute, should be devoted to sampling non-traditional shops and processing of experiences rather than to divide it into two sessions with a week's lag, as was done here.

STAGE II (SPRING) PROGRAM AT BERKLEY

Purpose

The Berkley program was a training institute for school personnel designed to assist educators in examining their attitudes and values vis-a-vis the changing roles of males and females. In addition to this self-awareness component, the program provided participants with information on Chapter 622 & Title IX, the socialization process and its effects, and curriculum and career development approaches that promote sex equity. The training institute encouraged the practical application of learnings and assisted educators to develop resources and support mechanisms in their schools.

Objectives

1. To develop an understanding of how the socialization process affects the roles and behaviors of males and females.
2. To examine our values and roles and understand the restrictions sex-role stereotyping places on all people.
3. To develop an awareness of sex-role stereotyping in the media, male/female roles, in the classroom. Focus to include: sexist language, non-verbal behavior, active versus passive behavior.
4. To develop activities to use in the classroom, strategies to build non-sexist curriculum.
5. To implement a change in some aspect of the curriculum.

Format (2 full-day sessions & 8 three-hour sessions)

The training institute consisted of "action-oriented" workshops. The program was largely experiential. Methodology used was small group discussion, role playing, group exercises, and lectures.

Philosophy/Approach

In structuring this program for elementary school teachers, the underlying premise was that teachers would be more effective in actually implementing changes in their curriculum after they have: (1) examined their roles and values and (2) developed an awareness of sex-role stereotyping in both males and females. This was followed with an examination of options, alternatives and strategies in designing non-sexist curriculum.

Participant Selection

Participants were selected from the Berkley-Rehoboth and No. Dighton school districts. The program was open to 25 educators in that area. Three graduate SMU credits were given to all participants who completed the program and submitted a project paper.

Trainers

Linda Abrams - Staff Consultant-Trainer - developed format and materials for this Institute.

Resource Persons

Shirley Bysiewizz -Attorney and President of Connecticut Women's Education and Legal Fund, Inc.

Judy Dixon -Executive businesswoman - Professional athlete.

Dr. Barbara Jacobskind-SMU Professor, English Dept. & Women's Studies' Program.

Carole Johnson -Project Coordinator

Judy Kellmer -Psychologist

Jeanne Leyden -Training specialist

Gigi Mooney -Yale Divinity School

PROGRAM DESIGN

SESSION I (full-day)

Topic — Orientation to Program

Objectives

1. To present an overview of the 10-week training institute and clarify expectations.
2. To create a supportive and sharing environment.
3. To present basic concepts of the program.

Procedures

The initial workshop is a full day. Participants are given a pre-test and the goals and expectations of the program are clarified. The first session includes "getting acquainted" exercises in order to establish a comfortable climate. Participants examine the images of males and females by doing a large group collage depicting the roles of males and females. The collage serves as an excellent vehicle for discussing the "images" of males and females in society today, yesterday, and tomorrow.

Notes

At the initial workshop, participants and facilitators have to clarify expectations and clearly understand the focus of the training institutes. As they will be discussing sensitive and often emotional topics, time should be spent initially to establish a supportive and warm climate.

Resources

Tubbs, Stewart & Sylvia Moss, Human Communication: An Interpersonal Perspective, Random House, New York.

Conclusion

The initial workshop left participants excited and motivated to begin focusing on themselves and their roles as educators.

SESSION II

Topic — Values Clarification

Objectives

1. To present the process of valuing and the implication for teachers.
2. To provide opportunities for participants to explore and examine personal values.

Procedures

After examining the terms "values" and "the process of valuing", participants, through the use of values clarification exercises, define their values and discuss the use of the process of valuing in the classroom. Session concludes with an understanding of the communication process and why communications are often distorted between individuals or groups with different beliefs and values.

Notes

Participants should spend some time between Sessions II and III doing additional values clarification exercises.

Resources

Simon, Howe, Kirschenbaum, Values Clarification, Hart Publishing Company, New York, 1972.

SESSION III

Topic — Assertive Behavior

Objectives

1. To understand how the socialization of females and "dependency training" often leads to passive behavior.
2. To examine techniques which can help individuals behave more assertively.
3. To understand active and passive behavior of students and develop techniques to create open, assertive behaviors in classrooms.

Procedures

Trainer presents an overview of assertiveness training and reasons for the often unassertive behavior of women. Assertive techniques are illustrated and participants practice with role playing.

Notes

It is important to clearly present the goals for this particular session. Assertiveness training to be effective needs a much longer period of time (approximately 5-8 weeks). Participants leave this workshop with an understanding of what assertive behavior is, and some assertive techniques. It is only by practicing these techniques, receiving feedback, and modeling behaviors, can these techniques be effective.

Resources

Bloom, Coburn, Pearlman, The New Assertive Women, Dell.
Alberti, Emmons, Your Perfect Right, Impact Publishers, California.

Conclusion

This workshop serves to make teachers more aware of how they communicate and specific implications for the classroom.

SESSION IV

Topic

Images of Males & Females
An examination of sex-role stereotyping in textbooks

Objectives

1. To understand the effects of socialization on curriculum.
2. To identify strategies for overcoming sexist curriculum.

Procedures

Participants view slide tape "Images of Males & Females In Elementary School Textbooks" after introductory comments to tape and application of Title IX and Chaper 622 to curriculum. This is followed by an examination of texts for sexist material and report of examples of sex bias found. Examples of affirmative, sex-fair material are also presented. This session concludes with a discussion of sexist language and approaches for implementing curriculum changes.

Notes

This session really crystallizes the focus of the training institute. Participants now can relate to issues of sex-role stereotyping in their classrooms and see it as a very real concern.

Resources

Slide Tape: "Images of Males & Females In Elementary School Textbooks".

Conclusion

After the textbook analysis, participants understand the need to develop activities and alternate curriculum aides to build a non-sexist curriculum.

SESSION V

Topic

Fear of Success:
Attitudes, Achievement & Sex-Role Stereotyping

Objectives

To understand the motives and attitude differences in boys and girls related to success, and the implications later in life.

Procedures

Study presented to participants: "Children's Attitudes to Success & Conflicts in Achievement." This followed by a discussion and questions, and concluded with an examination of personal experiences of participants.

Notes

This study resulted in a lot of questions and, in some cases, a negative response to some of the conclusions.

SESSION VI

Topic — Self-Image & Physical Fitness

Objectives

1. To create awareness of importance of developing positive self-image.
2. To examine effects of socialization on self-esteem.
3. To understand role of self-esteem on emergence of leadership.

Procedures

Through a lecture/discussion format, Dr. Jacobskind presented a historical analysis of "Women and the Fear of Success." She emphasized the strong correlation between male emphasis on sports and leadership training. Physical training for self-esteem and leadership was the main thrust of her presentation.

Notes

Discussion centered around participants' experiences and lack of physical training for women. The level of awareness was heightened by many women, as they described childhood experiences or related personal stories of problems faced in trying to participate as women in sports.

Resources

Susan Brownmiller, Against Our Will, N.Y.: Simon & Schuster, 1974.
Noreen Connell and Cassandra Wilson, Rape: The First Sourcebook for Women, New York: New American Library, 1974.
Carol V. Horos, RAPE, New Canaan, Ct.: Tobey Publishing Co., Inc., 1974.
James F. Fixx, The Complete Book of Running, N.Y.: Random House, 1977.
Joan Ullyot, Women's Running, Mountain View, Ca.: World Publication, 1976.

SESSION VII

Topic Strategies For Creating and Implementing Curriculum Change

Objectives

1. To explore strategies to reduce sex-role stereotyping in the classroom and develop non-sexist curriculum.

Procedures

Participants form small groups to examine present activities and plan new strategies for their classrooms. Brainstorming activity created long lists of identified sex-equity problems in each classroom. Participants then worked to create realistic solutions to each identified problem area, including sexist curriculum.

Notes

Highly participatory activity. Teachers identified problems within their own classroom and curriculum and then worked together to produce solutions. Atmosphere was very productive.

SESSION VIII (full-day)

Concluding Session

Topic

- Information: Title IX and Mass. Chapter 622, Equal Rights Amendment
- Implementing Strategies

Objectives

1. To examine some concerns of teacher and parent regarding the implementation of strategies.
2. To present information on Title IX and Mass. Chapter 622 and the Equal Rights Amendment.

Procedures

Participants role-play problems they may encounter when implementing new strategies, e.g., parent opposed to son taking sewing. Participants practice active listening. The second half of the day is for discussion around ERA and Title IX. Workshop concludes with post-test evaluation.

Notes

Enough time should be left in the last session to wrap up loose ends and answer questions particularly around strategies and classroom activities.

Resources

ERA, Massachusetts Chapter 622, Title IX laws.
Film: "Girls at Twelve"

Conclusion

Participants felt they were much more aware of their biases and most of the final projects included plans for curriculum changes both immediately and the following year. Many participants shared information with other teachers not participating in the training institute. This should be encouraged for maximum impact in a school.

EVALUATION OF STAGE II PROGRAM

Second Semester Evaluation

For the second semester evaluation, a pretest-posttest experimental design was used. All participants were asked to identify themselves by social security numbers on the measures on both administrations, but were not identified in any other way. Two instruments were used to assess the impact of the program on these participants: the first, the Brogan-Kutner 36 item Likert type Sex Role Orientation Inventory, was used to assess change in normative conceptions of appropriate sex role related behaviors, including attitudes toward power and authority relationships between men and women, division of labor in the home, labor force participation and political status of women, socialization of children, and attitudes toward various types of sex-related folkways and mores such as the double standard. This measure was thought to be particularly useful since it was recently developed and uses contemporary language and issues. The second measure used was a self-esteem inventory by Coopersmith. A few of the questions on this inventory were changed by the Southeastern Massachusetts University staff in order to make the scale applicable to the participants in the program. Both of these measures are included at the end of this evaluation report.

An analysis of variance was performed to determine what, if any, impact the program had made on the participants as measured by the two inventories. As Table 1 clearly shows, a significant change occurred for the sample as a whole on the sex role orientation inventory, the differences between the pretest attitudes and the posttest attitudes being statistically significant at the 0.001 level. The attitudes after the program were much more egalitarian as defined by the scoring instructions of Kutner and Brogan.

The self-esteem changes were not so clearcut. Significant differences were found between pre and post measures for several individual items for the sample as a whole. Most of the statistically significant differences had to do with feelings about companionship ("I have a lot of fun with people," "I don't like to be with other people"), satisfaction with one's work setting ("I'm proud of my work on the job"), one's decisions ("I can make my mind up without too much trouble," "I always do the right thing"), or with one's sex/gender ("I really don't like being a man/woman"). Responses to these items were more positive at the second administration, and were all significant at the 0.05 level or better. Other items showing statistically significant differences between the pretest and posttest at the 0.05 level or better were the following: "I spend a lot of time daydreaming," "It's pretty tough to be me," "No one pays attention to me at home," and "I'm never unhappy." All of these changed in a positive way, showing an increase in self-esteem between the time the two were administered.

The differences found here indicate a positive impact of the program on the participants' sex role attitudes and self-esteem. The respondents were much more egalitarian in their outlook concerning women's place in society and in their attitudes toward women's relationships with men and socialization of children. They were also, in general, much more positive in their feelings about themselves and their satisfaction with their sex/gender, ability to get along with others, decisions being made, and performance in their work settings.

It is difficult to tell whether the results have been affected by a positive orientation toward the program and its leaders. To control for this, additional measures should be taken of attitude toward the program in general, and this variable should be controlled in the assessment of change in attitudes toward sex role and self. Additional measures of changes in behavior to reflect the changed attitudes would also be helpful in determining how real and how long lasting the changes found here are. All in all, though, from the evaluation conducted during the second semester, one must conclude that the program on sex equity reflects very positive changes in the participants in the form of greater self-esteem and more egalitarian orientations toward sex roles.

TABLE 1

Analysis of Variance for Sex Role Inventory

(Semester II)

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIFICANCE
Main effects (Pre/Post test)	23581.501	1	23581.501	31.050	0.001
Residual	150373.120	198	759.460		
Total	173954.620	199			